



St Stephen Middle

225 Carolina Avenue
St. Stephen, SC 29479

Grades	6-8 Middle School	
Enrollment	235 Students	
Principal	Brenda B. Jamison	843-567-3128
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

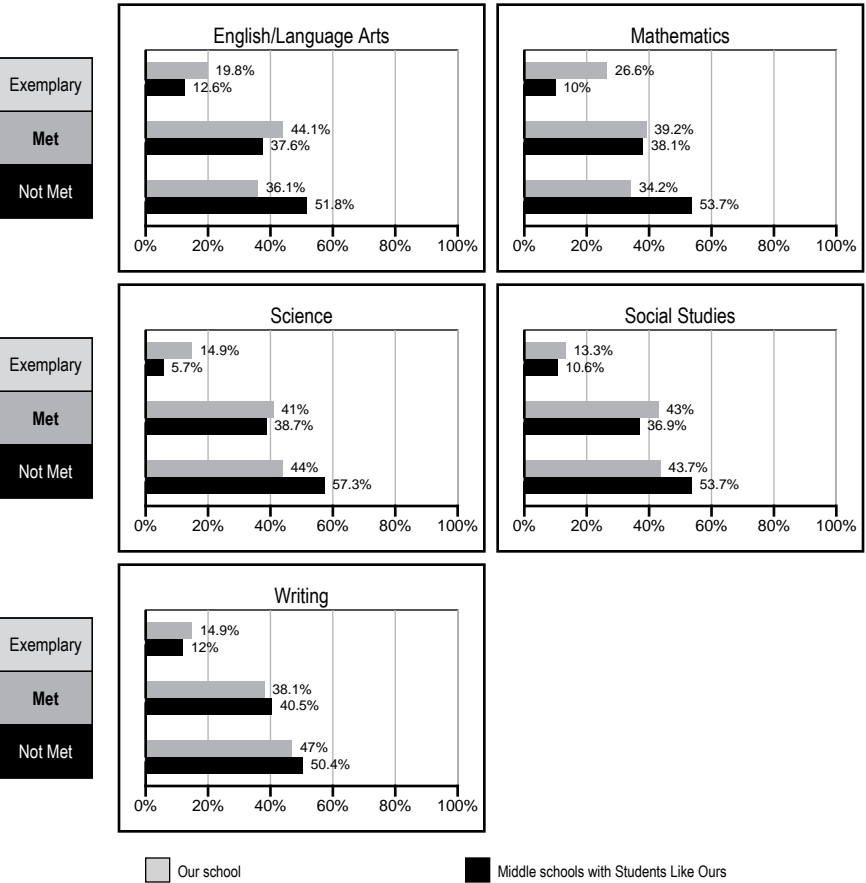
96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	36	24

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	85.6%
English 1	100.0%	82.2%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	83.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=235)				
Students enrolled in high school credit courses (grades 7 & 8)	32.0%	Up from 21.1%	16.3%	21.6%
Retention rate	0.9%	Up from 0.4%	2.3%	1.2%
Attendance rate	95.8%	Down from 96.1%	95.5%	95.9%
Eligible for gifted and talented	8.5%	Up from 5.8%	4.2%	14.8%
With disabilities other than speech	8.9%	Down from 13.5%	14.1%	12.6%
Older than usual for grade	7.2%	Down from 10.8%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	9.8%	Up from 0.7%	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	62.5%	Up from 42.9%	54.4%	56.9%
Continuing contract teachers	56.3%	Up from 33.3%	61.1%	72.7%
Teachers with emergency or provisional certificates	26.7%	Down from 31.3%	15.4%	5.3%
Teachers returning from previous year	56.3%	Up from 54.9%	76.0%	82.9%
Teacher attendance rate	94.3%	Up from 93.6%	94.9%	95.2%
Average teacher salary*	\$47,194	Up 6.4%	\$44,760	\$46,599
Professional development days/teacher	9.0 days	Up from 8.8 days	11.0 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.5	2.0	3.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 18.8 to 1	16.5 to 1	20.1 to 1
Prime instructional time	88.7%	Down from 88.9%	89.3%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	51.6%	Down from 95.2%	96.5%	97.8%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil**	\$10,916	Up 6.6%	\$10,159	\$7,645
Percent of expenditures for instruction**	46.3%	Down from 46.6%	60.5%	63.4%
Percent of expenditures for teacher salaries**	41.5%	Up from 41.4%	54.4%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

St. Stephen Middle School is a Title I school that serves approximately 223 students in Grades 6 – 8. SSM is accredited by the Southern Association of Colleges and Schools (SACS). Ninety-one percent of our students receive free or reduced lunches. Our school's theme is "Linking Rigor, Relevance, and Relationship: Connecting the Pieces for Student Success – Parents, Students, Teachers, Community."

St. Stephen Middle School's Title I and Technical Assistance funding provides tutorial assistance for students, professional development activities for teachers, staff, and administrators, various parenting and community activities, and student/staff incentive programs. These funds are also used for allocations of additional personnel to address student performance, provide support to staff, and supplement the purchase of classroom resources for our instructional programs.

St. Stephen Middle School's most recent initiative for 2008-2009 was the implementation of Positive Behavior Support System (PBIS). This model has positively impacted our school climate, supported academic achievement efforts, and raised the level of student expectations and responsibility. Through the restructuring and reorganization of our school, St. Stephen Middle School has experienced growth in many areas. Other continued programs and initiatives include the following: Curriculum Mapping, Making Middle Grades Work, Professional Learning Communities At Work, On-site job-embedded Professional Development activities, A+ Lab (Content Recovery, Remediation, and Acceleration), implementation of an active School Improvement Council (SIC) and Parent-Teacher Association, participation in Content-related Conferences and Workshops, Literacy initiatives, Student Advisement programs, Student Goal-Setting sessions, and the use of MAP and PACT data to make informed data-driven instructional decisions to increase student achievement.

We are fortunate to have the support and partnerships of the following organizations that promote the educational pursuits of our community's youth: United Way, Santee-Cooper, Berkeley County School District Mentoring Program, Angel Food Ministries, and other local businesses and churches.

Continuous articulation of St. Stephen Middle School's goals and expectations for students and staff are communicated on an on-going basis. Data and pertinent school information is also shared throughout the year with students, staff, parents, and the community to maintain a clear sense of our school's mission, theme, goals, and expectations.

LaVerne Middleton, SIC Chairperson
Brenda Jamison, Principal Specialist

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	60	32
Percent satisfied with learning environment	82.4%	62.7%	87.5%
Percent satisfied with social and physical environment	88.9%	76.8%	77.4%
Percent satisfied with school-home relations	52.9%	86.0%	87.5%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status R-DELAY

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	224	100	38.9	44.2	16.8	75	84.7	82.8	Yes	Yes
Gender										
Male	131	100	45.9	38.5	15.6	68	80.7	79.3	N/A	N/A
Female	93	100	29.1	52.3	18.6	84.9	89.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	29	100	28.6	46.4	25	85.7	88.5	89.5	I/S	I/S
African American	191	100	40.7	44.6	14.7	72.9	78.4	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.1	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	82.5	I/S	I/S
Disability Status										
Disabled	21	100	N/AV	N/AV	N/AV	35	49.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	204	100	40.5	44.2	15.3	74.7	79.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	224	100	36.5	40.9	22.6	74.5	80.2	78.9	Yes	Yes
Gender										
Male	131	100	42.6	36.9	20.5	67.2	77.9	77	N/A	N/A
Female	93	100	27.9	46.5	25.6	84.9	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	29	100	28.6	50	21.4	75	85.4	87.2	I/S	I/S
African American	191	100	37.9	40.1	22	74	70.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.2	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	78.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	79.5	I/S	I/S
Disability Status										
Disabled	21	100	85	10	5	25	45.2	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	80.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	204	100	37.4	40.5	22.1	73.7	73.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	143	100	44	41	14.9	56	69.2	67.5
Gender								
Male	89	100	50.6	38.6	10.8	49.4	68.4	67
Female	54	100	33.3	45.1	21.6	66.7	70.1	68
Racial/Ethnic Group								
White	14	100	28.6	50	21.4	71.4	78.2	79.5
African American	126	100	46.6	39.8	13.6	53.4	53.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.4	71.2
Disability Status								
Disabled	14	100	71.4	21.4	7.1	28.6	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	64.6	59.6
Socio-Economic Status								
Subsided meals	128	100	42.5	43.3	14.2	57.5	59.5	55.1

Social Studies

All Students	147	100	43.7	43	13.3	56.3	74.2	72.3
Gender								
Male	83	100	53.2	32.5	14.3	46.8	73.3	71.5
Female	64	100	31	56.9	12.1	69	75.1	73.2
Racial/Ethnic Group								
White	21	100	15	75	10	85	80.5	80.7
African American	124	100	48.7	38.1	13.3	51.3	62.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.6	72.2
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	30.8	42.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	70.7	67.9
Socio-Economic Status								
Subsided meals	136	100	44.8	42.4	12.8	55.2	66	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	231	99.6	47	38.1	14.9	53	69.4	70.2	95.8	96.3
Gender										
Male	135	99.3	61.1	29.4	9.5	38.9	61.4	63.2	95.2	96.3
Female	96	100	27	50.6	22.5	73	77.9	77.5	96.8	96.4
Racial/Ethnic Group										
White	32	100	45.2	41.9	12.9	54.8	74.6	79.1	95.2	95.9
African American	195	99.5	47.5	38.1	14.4	52.5	60.1	57.6	95.9	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	86.2	N/A	97.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.2	62.6	97.1	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	68.7	N/A	95.8
Disability Status										
Disabled	24	100	N/AV	N/AV	N/AV	13	26	26.1	92.7	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	62.4	61.2	96.3	96.9
Socio-Economic Status										
Subsidized meals	212	99.5	47.2	37.2	15.6	52.8	61	58.9	95.8	96

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	77	100	38.7	48	13.3	61.3
	7	66	100	31.1	49.2	19.7	68.9
	8	81	100	45.8	36.1	18.1	54.2
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	77	100	34.7	38.7	26.7	65.3
	7	66	100	32.8	44.3	23	67.2
	8	81	100	41.7	40.3	18.1	58.3
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	38	100	56.8	37.8	5.4	43.2
	7	66	100	24.6	49.2	26.2	75.4
	8	39	100	63.9	30.6	5.6	36.1
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	39	100	18.4	63.2	18.4	81.6
	7	66	100	67.2	29.5	3.3	32.8
	8	42	100	30.6	44.4	25	69.4
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	80	100	48.1	40.3	11.7	51.9
	7	67	100	40.3	38.7	21	59.7
	8	84	98.8	51.3	35.5	13.2	48.7

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